

DOCUMENT RESUME

ED 423 349

UD 032 564

TITLE The New York City Board of Education's Data Systems: An Initial Approach. A Report of the New York Networks for School Renewal (NYNSR) Research Collaborative.

INSTITUTION New York Univ., NY. Inst. for Education and Social Policy.

SPONS AGENCY Annenberg Foundation, St. Davids, PA.

PUB DATE 1998-04-00

NOTE 29p.

PUB TYPE Reports - Descriptive (141)

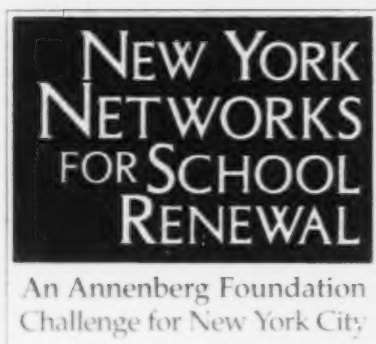
EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *Academic Records; Bilingual Education; *Computer Uses in Education; *Data Collection; *Databases; Elementary Schools; Elementary Secondary Education; School Districts; Secondary Schools; *Student Characteristics; Suspension; Urban Schools

IDENTIFIERS Aggregation (Data); *New York City Board of Education

ABSTRACT

This report describes some of the major New York City Board of Education automated data collection systems and databases, and the ways in which information about individual students in these databases is collected from the schools, aggregated by staff in different central Board of Education offices, and used in school- and district-level reports. The report also describes procedures for correcting student or school-level data when the Board's information is inaccurate. The Central Board of Education maintains a number of different citywide computerized databases, each set up at different times over the last 20 years to fulfill particular needs. Until recently, school or district staff submitted data to various central offices where they were entered manually into computer systems. Today, most data are provided online by the schools directly through the Automate the Schools system for elementary or middle/junior high schools and the University Applications Processing Center for high schools. Some databases are particularly important to the system. The first is the Biofile, the systemwide database that contains basic information for all students enrolled in the New York City Public School System. The Bilofile has the Attendance, exam history, Bilingual Education Student Information System, and Immigrant subfiles. Another systemwide database is the Child Assistance Program system, which is used to keep track of individual special education students. Another is the Division of School Safety database, which collects and stores incident and suspension data. Data on the annual school reports come from these databases. The specific source is identified for information on: (1) number of students; (2) teachers' experience and background; (3) student characteristics; and (4) student achievement. Sources for assistance in completing or using these databases are provided. Four appendixes contain a glossary of acronyms, the names of liaisons and data system coordinators, a list of high school assessment coordinators, and the policy and guidelines for administering city and state assessments to limited English proficient students. (Contains four references.) (SLD)



THE NEW YORK CITY BOARD OF EDUCATION'S DATA SYSTEMS: AN INITIAL APPROACH

**A REPORT OF THE
NEW YORK NETWORKS FOR
SCHOOL RENEWAL (NYSR)
RESEARCH COLLABORATIVE**

APRIL 1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

*Jodi Paroff
IESP, NYU*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

NEW YORK NETWORKS FOR SCHOOL RENEWAL

Initiated by a five-year, \$25 million Annenberg Foundation challenge grant being matched by other contributors, *New York Networks for School Renewal* is developing and nurturing a rapidly increasing number of small public schools in New York City that are now offering quality education to nearly 50,000 students of highly diverse backgrounds. Linking these schools in networks, the project seeks to empower school practitioners, parents and students in ways that lead to greater student achievement and school accountability.

PROJECT SPONSORS

ACORN (N.Y. Association of Community Organizations for Reform Now)
Center for Collaborative Education
Center for Educational Innovation
New Visions for Public Schools
Iris Morales, Director

NYNSR RESEARCH COLLABORATIVE

Institute for Education and Social Policy, New York University
Center for Puerto Rican Studies at Hunter College
National Center for Restructuring Education, Schools, and Teaching at Teachers College,
Columbia University
Lang College, The New School for Social Research
Graduate Center, City University of New York

The NYNSR Research Collaborative will issue a series of reports from 1997 through 2001 about various aspects of the NYNSR Project.

This report was prepared by

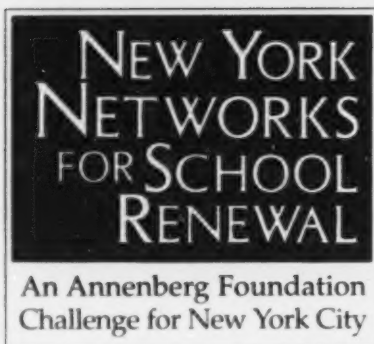


INSTITUTE FOR
Education and Social Policy

New York University
285 Mercer Street
New York, NY 10003
212-998-5880 • Fax: 212-995-4564
email: edinst@nyu.edu

RESEARCH TEAM

Carolyn Jarvis
Jodi Paroff
Cynthia Centeno
Norm Fruchter



THE NEW YORK CITY B O A R D O F E D U C A T I O N ' S D A T A S Y S T E M S : A N I N I T I A L A P P R O A C H

**A REPORT OF THE
NEW YORK NETWORKS FOR
SCHOOL RENEWAL (NYNSR)
RESEARCH COLLABORATIVE**

APRIL 1998

This report was prepared by



**I N S T I T U T E F O R
Education and Social Policy**

New York University
285 Mercer Street
New York, NY 10003
212-998-5880 * Fax: 212-995-4564
email: edinst@nyu.edu

CONTENTS

- I INTRODUCTION**
- 2 NEW YORK CITY BOARD OF EDUCATION AUTOMATED COLLECTION SYSTEMS**
 - 2...AUTOMATE THE SCHOOLS
 - 2...UNIVERSITY APPLICATIONS PROCESSING CENTER
 - 3...SCHOOLS IDENTIFICATION CODES
- 4 BOARD OF EDUCATION CENTRAL DATABASES**
 - 4...THE BIOFILE
 - 5...BIOFILE SUBSYSTEMS
 - 5...ATTENDANCE FILE
 - 6...EXAM HISTORY FILE
 - 6...THE BILINGUAL EDUCATION STUDENT INFORMATION SYSTEM
 - 8...IMMIGRANT FILE
 - 8...OTHER DATABASES
 - 8...THE CHILD ASSISTANCE PROGRAM
 - 9...DIVISION OF SCHOOL SAFETY
- 10 RESPONSIBILITY FOR DATA QUALITY**
- 11 SOURCES FOR DATA ON THE ANNUAL SCHOOL REPORTS**
 - 11...BASIC INFORMATION
 - 11...NUMBER OF STUDENTS
 - 11...TEACHERS' EXPERIENCE AND BACKGROUND
 - 11...STUDENT INFORMATION:
 - 11...RACE/ETHNICITY
 - 11...GENDER
 - 12...SPECIAL EDUCATION
 - 12...RESOURCE ROOM
 - 12...LEP STUDENTS
 - 12...FREE LUNCH ELIGIBILITY
 - 12...RECENT IMMIGRANTS
 - 12...AVERAGE ATTENDANCE
 - 13...SUSPENSIONS/INCIDENTS
 - 13...INITIAL REFERRALS TO SPECIAL EDUCATION

SOURCES FOR DATA (CONTINUED)

13...STUDENT ACHIEVEMENT

13...READING

13...MATHEMATICS

14 PEOPLE TO GO TO FOR HELP

14...ATS DISTRICT COORDINATOR

14...OFFICE OF USERS SUPPORT SERVICES HIGH SCHOOL LIAISONS

14...DISTRICT ASSESSMENT LIAISON

15 REFERENCES

16 APPENDICES

17...APPENDIX A: GLOSSARY OF ACRONYMS

18...APPENDIX B: NEW YORK CITY DISTRICT ASSESSMENT LIAISONS AND ATS COORDINATORS

21...APPENDIX C: NEW YORK CITY HIGH SCHOOL ASSESSMENT LIAISONS

**22...APPENDIX D: POLICY AND GUIDELINES FOR ADMINISTERING CITY AND STATE ASSESSMENTS
TO LIMITED ENGLISH PROFICIENT (LEP) STUDENTS IN GRADES 3-8**

INTRODUCTION

IN MARCH 1997, staff at the Institute for Education and Social Policy (IESP) at New York University prepared and distributed individual school "snapshots" to school directors and principals affiliated with the New York Networks for School Renewal (NYNSR) project. The snapshots were brief reports based on data from the 1995-96 Annual School Reports prepared by the central Board of Education's Division of Assessment and Accountability (DAA). After reviewing the snapshots, many directors remarked that they did not know how the data reported for their schools had been collected by the central Board of Education. Other directors indicated that the information published for their schools was incorrect and wondered how they could ensure correction.

In response, NYNSR requested that IESP staff prepare a report to explain how data for the Annual School Reports and other school system documents are collected from individual schools, aggregated within different central offices, and re-organized into school, district and systemwide reports made available to parents and the general public.

Information for this document was collected in a variety of ways. IESP staff interviewed Rosemary Goldford, the DAA staff administrator responsible for preparing the Annual School Reports, and Dr. Richard Gampert, Director of the Office of Data Analysis, Office of School Programs and Support Services. Staff also reviewed a variety of manuals, memoranda and other documents prepared by the Board of Education (*see References*).

This report describes some of the major New York City Board of Education automated data collection systems and databases, and the ways in which information about individual students in these databases is collected from the schools, aggregated by staff in different central Board of Education offices, and used in school- and district-level reports. The report also describes procedures for correcting student or school-level data when the Board's information is inaccurate.

NEW YORK CITY BOARD OF EDUCATION AUTOMATED DATA COLLECTION SYSTEMS

THE CENTRAL BOARD OF EDUCATION maintains a number of different citywide computerized databases. Each of the databases was set up at different times over the last twenty years to fulfill particular needs or purposes. Some databases, like the Biofile, were established as a central repository for student data needed by school system administrators and policy makers for program development and decision making. Others, like the BESIS (Bilingual Education Student Information System) or the CAP (Child Assistance Program) systems, were developed so that the Board of Education could provide the information required to comply with court orders or legislative mandates.

Until fairly recently, school or district staff submitted data to various central offices where they were entered manually into computer systems. Today, most data contained in these central databases is provided on-line by schools directly through the Automate the Schools (ATS) system for elementary or middle/junior high schools or through the University Applications Processing Center (UAPC) system for high schools.

AUTOMATE THE SCHOOLS (ATS)

THE ATS SYSTEM IS THE COMPREHENSIVE BOARD OF EDUCATION INFORMATION NETWORK CREATED IN 1988 TO ESTABLISH A UNIFORM, AUTOMATED, CITYWIDE DATA COLLECTION AND REPORTING SYSTEM FOR THE 32 COMMUNITY SCHOOL DISTRICTS AND DISTRICT 75 (CITYWIDE SPECIAL EDUCATION).

The requirements for the first phase of the ATS system were developed by IBM in collaboration with school system officials and uses the Board of Education's nine-digit student identification numbers and six-digit school codes. Phased in over a seven-year period, all elementary and middle schools became part of the ATS system by June, 1995.

UNIVERSITY APPLICATIONS PROCESSING CENTER (UAPC)

Student information for high school students is entered into either one of two different automated database systems maintained by organizations outside the Board of Education. Most high schools use the Student Automated Record Keeping (SARK) system which is maintained at the CUNY University Applications Processing Center (UAPC). This automated pupil accounting system is commonly known as the UAPC system. The UAPC system was developed by an outside contractor and uses UAPC student identification numbers and school codes as well as those assigned by the school system.

A few high schools use an alternative class scheduling system from McGraw Hill called the Columbia Computing System.

When new schools open, it may take some time before ATS or UAPC terminals and other equipment are installed. In the interim, until all schools are brought on-line, school directors and principals are responsible for submitting all the required information on paper forms or sometimes on computer disks. Directions for entering data electronically or for submitting data on paper forms are contained in the community school district and high school manuals for Pupil Accounting Secretaries, published twice during the school year, in the fall and the spring, by the Office of User Support Services, Division of Management Information Systems (*see References*). These manuals are supplemented by training sessions each spring and fall, and by memoranda and other official directives issued throughout the school year.

SCHOOL IDENTIFICATION CODES

THE CENTRAL BOARD OF EDUCATION USES A UNIQUE SIX-DIGIT BDS (BOROUGH-DISTRICT-SCHOOL) IDENTIFICATION CODE TO IDENTIFY EACH SCHOOL IN THE NEW YORK CITY PUBLIC SCHOOL SYSTEM.

The code consists of a one-digit borough code, a two-digit district code and a three-digit school code. For most schools, the two-digit district code is the number of the community school district in which the school is located. The district code for all high schools is 78; the district codes for schools in the Chancellor's District are 33 or 85; all special education students in citywide programs are on register in District 75.

Some NYNSR schools have two different BDS codes. For example, NYNSR schools which enroll middle- and high-school students might use a community school district code for middle school students and a district 78 code for high school students. When central Board of Education staff prepare school or district-level reports, information for such schools is presented in two separate reports, one for middle-school students who are included as part of the community school district in which the school is located; the other for high school students. Other schools enroll both general and special education students. Information for special education students who are assigned to Citywide Special Education (District 75) is reported separately from those for the general education students.

For a variety of reasons, the Board of Education has not yet assigned BDS codes for some NYNSR schools. At the time of this report's release, information for students who attend those schools is combined and reported with that for students in other schools usually housed in the same building.

BOARD OF EDUCATION CENTRAL DATABASES

THE SECTIONS WHICH FOLLOW describe some of the systemwide computer databases—The Biofile, BESIS, CAP—maintained by the central Board of Education and how the data for individual students are collected by school personnel and transmitted to the central databases.

THE BIOFILE

THE BIOFILE IS THE SYSTEMWIDE DATABASE WHICH CONTAINS BASIC INFORMATION (STUDENT NAME, NYC SCHOOL ID NUMBER, DATE OF BIRTH, ETHNICITY AND GENDER, SCHOOL, GRADE AND ADMISSION/DISCHARGE INFORMATION) FOR ALL STUDENTS ENROLLED IN THE NEW YORK CITY PUBLIC SCHOOL SYSTEM.

Both current and historical information about individual students are stored. The Biofile, which resides on a mainframe computer housed at the central Board of Education, is maintained by the Office of User Support Services, a part of the Division of Management Information Services.

The Biofile has a number of subsystems, including attendance and exam histories, bilingual and suspension information, and temporary housing data. A unique nine-digit New York City student identification number is assigned to students when they enter the public school system for the first time. This identifier serves as the link between the Biofile and its subsystems described below.

Demographic and other information for general and special education students in elementary and middle/junior high schools is supposed to be entered by school staff into the ATS system and transmitted electronically to the Biofile. For example, all parents are asked to complete a Parent/Guardian Student Ethnic Identification Form when they register their children in the public school system for the first time. School staff are required to enter this information into the ATS system using the terminal in the school. The data are then transferred automatically into the Biofile. The original forms are filed in the students' cumulative record folders which are kept in the school.

Similar procedures are used to enter information for high school students into the UAPC system. While information entered into the ATS system is transferred electronically to the Biofile, data entered by high school staff into the UAPC system are stored at UAPC and transferred on computer tapes, according to a regular schedule, from UAPC to the Office of User Support Services (OUSS) where the information is matched to the Biofile and its subsystems. Data for schools not yet wired for ATS or UAPC may be entered for the school at the district office, or may be submitted on paper forms directly to the Office of User Support Services or other central offices where they are entered

manually into the computer system. Clearly, any inaccurate information entered in individual schools may well become permanent Biofile data unless it is corrected.

The Biofile is continuously updated as students are admitted or discharged from schools throughout the year; thus Biofile information is considered to be dynamic, that is, it is always changing. For this reason, whenever Biofile data are reported, the exact date for which the information was obtained must be specified. For example, school system administrators use the total number of students in the Biofile on October 31 as the official number of students enrolled in the school system for a particular school year (after auditing). But to compute the number of students enrolled in a given school for the entire year, a figure which appears in the Annual School Reports, DAA staff match the students recorded as enrolled in the school on October 1 to the students enrolled in the same school on June 30.

The following elements on the elementary and middle/junior high school Annual School Reports come from the Biofile: number of students, ethnicity and gender, and school graduates. Annual School Reports for high schools also contain a profile of the entering class and types of diplomas awarded to graduates.

BIOFILE SUBSYSTEMS

The subsystems of the Biofile include the attendance file, the exam history file, the BESIS file, and the immigrant file.

ATTENDANCE FILE

THE ATTENDANCE FILE IS A DATABASE WHICH CONTAINS AGGREGATE ATTENDANCE INFORMATION FOR INDIVIDUAL STUDENTS ENROLLED IN THE NEW YORK CITY PUBLIC SCHOOL SYSTEM.

The information for this file comes from aggregated ATS and UAPC daily attendance data. Elementary and middle/junior high school teachers are instructed to use computer-generated ATS Daily Attendance Forms or Rosters to take attendance once or twice a day, depending on school policy. The rosters are sent to the school office where they are scanned directly into the ATS system. In high schools, the daily attendance records are supposed to be completed during an official class period and scanned into the UAPC system.¹ The signed daily rosters, which provide legal documentation of student attendance, must be stored in the school.

At the end of each month, school staff use the ATS or UAPC systems to generate Period Attendance Reports (PAR), monthly school attendance reports which contain attendance summaries by grade code including the present register, attendance totals and aggregate attendance figures for a specified month. All PAR reports include information about long-term absentees. School staff are supposed to check each PAR for accuracy and, if there are

¹ As many classroom teachers' administrative assignments are reduced or eliminated (see Chancellor's circular No. 6, 1997-98), some schools eliminated the homeroom period which had been the traditional time to take student attendance. These schools now designate one period or subject class as the official class period for taking attendance.

errors, to correct them on the ATS or UAPC systems before the PAR is signed by the principal or school director and sent to the Office of User Support Services (OUSS).

Teachers in schools not yet wired for the ATS system or UAPC must keep individual student attendance records on 40-week Attendance Cards. These forms are collected in the school office where the data are aggregated by grade and reported on the monthly PAR.

EXAM HISTORY FILE

THE EXAM HISTORY FILE(S), A SECOND BIOFILE SUBSYSTEM, ARE COMPUTER DATABASES CONTAINING STUDENT SCORES FOR THE CITYWIDE READING AND MATHEMATICS TESTS, REGENTS COMPETENCY TESTS (RCTs), THE LANGUAGE ASSESSMENT BATTERY (LAB), REGENTS EXAMINATIONS, DRP READING AND PEP MATH, AND OTHER STATE AND CITY TESTS.

In January and February, ATS pre-prints exam score sheets with school and student identifiers from the ATS biofile for all students eligible for each test. In March and April, student testing occurs. Students who are new admissions or who transfer into public schools between January and March need to "bubble in" (fill in the circles) the identifying information on their own exam sheets.

In April, all exam sheets are scanned into databases at the Scan Center at the Board of Education. The Scan Center, managed by the DAA, creates test score tapes from these student scan sheets. The Office of Student System Development (OSSD) obtains the students' scores for each test administration from the test score tapes, and matches the tape data to the ATS city-wide file. Test score tape data is also sent to the Biofile in a similar way.

When student information in the test score tapes does not match the ATS biofile, student exam data is sent to an ATS error file. District Assessment Liaisons (*DALs*, see page 14) can update the ATS error file and this corrected data is then transferred to the ATS city-wide file. These corrections may not necessarily update the Biofile and the two files have been known to be unsynchronized. The Exam History File contains exam scores only for those students who were already recorded in the Biofile.

In the past, DAA sent student test labels and rosters to the schools. Now DAA gives the student test score tapes to ATS staff who make current and historical test information available on-line to school and district administrators. High school staff are able to enter results for some tests like the Regents Examinations, which are administered to high school students, into the UAPC system. Student test tapes for other tests like the LAB are given to Office of User Support Services staff, who transmit them to UAPC so that high school administrators are able to access test information electronically.

THE BILINGUAL EDUCATION STUDENT INFORMATION SYSTEM (BESIS)

THE BESIS, A THIRD SUBSYSTEM OF THE BIOFILE, CONTAINS INFORMATION FOR INDIVIDUAL STUDENTS WHO, BECAUSE THEY HAVE BEEN IDENTIFIED AS HAVING LIMITED PROFICIENCY IN ENGLISH, ARE ELIGIBLE TO PARTICIPATE IN BILINGUAL AND/OR ENGLISH AS A SECOND LANGUAGE PROGRAMS.

The system was set up to monitor implementation of the Lau decision and the Aspira

Consent Decree signed by the New York City Board of Education in 1974, which mandate bilingual education in the public schools.

When parents register their children in a New York City public school for the first time, they are asked to complete the Revised Parent/Guardian Home Language Identification Survey (HLIS), designed to collect information about the languages spoken by students outside of school. School staff are supposed to enter the information from the survey into the ATS or UAPC systems and file the original survey forms in the student cumulative record folders.

Copies of the home language survey are also given to the bilingual coordinator or LAB Test administrator who is supposed to determine, based on the parents' responses, those students who speak a language other than English at home and should be administered the LAB, a test designed to determine eligibility for bilingual and/or English as a second language services. Those students who score below the 41st percentile on the LAB, usually in the fall in which they first enter the public school system, are designated as being Limited English Proficient (LEP). LEP students are entitled to receive bilingual and/or English as a second language instruction. All LEP students are re-administered the LAB each spring until they score above the 40th percentile. Once a pupil scores above that threshold, he or she is no longer considered a LEP student and should not be administered the LAB again (*see Appendix D for specific guidelines for administering city and state assessments to LEP students*).

Before the automated information systems were set up, information regarding the placement and testing of non-English speaking students was collected through an annual survey conducted in the fall and submitted on scan forms to the central Board of Education. Today, most high school student information is retrieved from UAPC using the course code designation for each high school. Most information for elementary and middle/junior high school students is scanned into ATS. Where schools are not yet wired, data for the BESIS may still be collected on scan forms. The bilingual coordinator or other staff designated by the principal is responsible for compiling and submitting the necessary information.

The first LAB test, administered in the fall, may be scored by hand by school or district staff so that children can be placed in classroom programs in a timely manner. The tests are then transmitted to the central Board of Education where they are scanned and scored again. The Spring LAB tests are usually sent directly to the scan center for scoring. The LAB scores, like other test data, are posted on the ATS or UAPC systems, where they can be used to print exam rosters and other test reports at each school. The LAB test tapes containing the scores for a particular test administration period are merged with the other BESIS information.

The following information from the BESIS is contained in the Annual School Reports: the number and percent of LEP students, the percent of LEP students attaining proficiency in English, and the percent of LEP students showing mandated gains in English-Language acquisition. The percent of LEP students performing in each school above grade level in Reading and Mathematics is obtained by matching information in the BESIS to the citywide reading and mathematics test tapes.

IMMIGRANT FILE

IMMIGRANTS ARE STUDENTS WHO COME FROM OUTSIDE THE UNITED STATES, ITS COMMONWEALTHS, OR ITS TERRITORIES AND WHO ENTERED A SCHOOL SYSTEM IN THE UNITED STATES WITHIN THE LAST THREE YEARS.

This information is obtained from parents when students are enrolled in the school system for the first time. School staff are supposed to enter the information into the ATS or UAPC systems as part of the admissions process.

OTHER DATABASES

Other databases include the Child Assistance Program files and the division of school safety files.

THE CHILD ASSISTANCE PROGRAM (CAP) SYSTEM

THE CAP SYSTEM DATABASE IS USED TO KEEP TRACK OF INDIVIDUAL SPECIAL EDUCATION STUDENTS FROM THE TIME THEY ARE FIRST REFERRED TO THE COMMITTEE ON SPECIAL EDUCATION UNTIL THEY ARE DECERTIFIED FROM SPECIAL EDUCATION, GRADUATE OR LEAVE THE SCHOOL SYSTEM.

Beginning with the initial referral, all transactions involving special education students, including the results of initial evaluations, program placements and any subsequent evaluations, are recorded in the CAP system. Information is also entered when a case is closed because a parent refuses evaluation or placement. The CAP system was set up to provide information needed to satisfy the plaintiffs in the Jose P. case regarding compliance with federal mandates about timelines of evaluation and placement of students with disabilities in appropriate educational settings.

The ATS and CAP systems are now linked electronically so that selected student information (e.g. guardian information, first attend dates for self contained special education classes) entered into ATS is also transferred automatically into the CAP system. This means that when a selected element is entered or changed in either one of the two systems, the same change will be made automatically in the other database. In the future, the Board of Education plans to standardize school and class codes and other information between the two systems. The District Administrator for Special Education (DASE) in each community school district is responsible for ensuring that other data are entered in the CAP system in a timely manner throughout the year for children in elementary and middle school programs.

The following elements on the Annual School Reports are obtained from the CAP database: number of children in part-time special education (Resource Room), number of full-time special education students, number of students initially referred to Special Education, number of students mainstreamed, number of students moving from Special Education to General Education, number of students moving from Special Education to Resource Room, and the number of students moving from Resource Room to General Education.

DIVISION OF SCHOOL SAFETY

Incident and suspension data are collected and stored quite differently at the Board of Education. School directors or principals, safety officers, police officers, and teachers submit information about incidents on paper forms directly to the Division of School Safety. All incident data are stored by school. However, the data cannot be reported separately for small schools which share a common building. When reporting this information to the DAA, the Division of School Safety does not distinguish between schools which have zero incidents and schools which do not report any data.

Individual student suspensions are entered into the ATS system. For high schools, both principal and superintendent suspensions are recorded. Although the Division of School Safety does not transmit information directly to the Office of User Support Services, the DAA maintains individual student suspension data in a subfile of the Biofile.

RESPONSIBILITY FOR DATA QUALITY

THE ATS AND UAPC SYSTEMS are constantly evolving. Reimbursable funding and other critical decisions increasingly depend on the data in these systems. Because there have been problems related to the complexity and synchronicity of the various files maintained at the central Board of Education, schools should strive to constantly monitor their student data for accuracy.

The school director or principal is the person responsible for managing and reporting all data within his or her school. This means that the school director or principal is expected to set up school-wide procedures for collecting, correcting and reporting information; to assign and supervise the staff who enter or retrieve data from the automated systems; and to establish procedures to ensure the confidentiality and security of student data. School administrators are also expected to review staff training needs and request training or retraining for staff when needed. ATS staff are available for training and eager to assist.

To ensure that the school data are accurate and reliable, school directors or principals are responsible for developing in-school quality control procedures and are expected to approve all information which leaves the school, whether it is transmitted electronically or on paper. School staff can check the data that are available to central Board of Education offices at any time by running and reviewing their own ATS or UAPC reports. Any errors should be corrected immediately on-line through the procedures specified in the Pupil Accounting Secretary manuals.

The Division of Assessment and Accountability staff usually compile the various data needed for the Annual School Reports during the summer and distribute draft reports for review to the District Assessment Liaisons (DAL) in October. See the section below for more detail on how each specific type of information is compiled and calculated. The DALs are asked to share the draft reports with the school staffs in their respective districts. School staff then have approximately two weeks to review the drafts and report any concerns or corrections to the DAL, who compiles the information and returns it to DAA staff.

SOURCES FOR DATA ON THE ANNUAL SCHOOL REPORTS

BASIC INFORMATION

NUMBER OF STUDENTS

These numbers include all students on register in the school in general education and special education classes as recorded in the October 31 and May 1 ATS Biographical File for elementary and middle schools or the October and May PAR Reports for high schools. The October 31 registers, which are audited by the Auditor General's Office, are used to calculate many of the other data variables contained in the Annual School Reports.

It is essential that school principals or directors carefully check the accuracy of the October 31 PAR Reports (Form S, Form CRAR, and Form C) and make any necessary corrections before signing and submitting them. The Form S, Form CRAR and Form C reports are usually collected by the second week in November. The specific date is included in the calendars published in the annual Fall Forms and Procedures Manual for Community School Districts and in the Fall Pupil Accounting Secretary's Manual for High Schools.

TEACHERS' EXPERIENCE AND BACKGROUND

This information comes from the Employee Information System (EIS) and Human Resources files, as well as NY state's annual Basic Education Data System (BEDS) survey of all schools in the state. Note that if a school has been in existence for less than two years, no teacher, no matter how much overall teaching experience she has, can have more than two years of experience in that school. This information is maintained for a school building and cannot be reported separately for small schools which share a common building.

STUDENT INFORMATION

RACE/ETHNICITY

Student race/ethnicity is reported by parents who complete the Parent/Guardian Student Ethnic Identification Form when they register their child for the first time in a New York City public school. School staff are supposed to enter the information into the Biofile through ATS or UAPC. The percentages are based on the October 31 Biofile.

GENDER

Percentages are based on the October 31 Biofile.

SPECIAL EDUCATION

This information comes from the CAP system. Percentages are computed by dividing the number of students in self-contained MIS classes by the total October 31 register.

RESOURCE ROOM

This information comes from the CAP system. Percentages are computed by dividing the number of students in general education classes who receive resource room, consultant teacher, or related services by the total October 31 register.

LEP STUDENTS

This information comes from the BESIS file. Percentages are computed by dividing the number of students who score below the 41th percentile on the LAB or an accepted alternative test by the October 31 register (see Appendix D for 1997-98 LEP policy and guidelines).

FREE LUNCH ELIGIBILITY

In the past, families completed and submitted free lunch eligibility forms. This information was reviewed by school staff and entered into the ATS system. Schools have just recently begun entering free lunch eligibility or meal code data directly into ATS via scan forms. Percentages are computed by dividing the number of eligible students by the total October 1 register. These data are often not reported for high school students because this information is often incomplete and therefore inaccurate at the high school level.

RECENT IMMIGRANTS

This information, expressed in percentages, comes from the Immigrant file. Percentages are computed by dividing the number of students admitted to a U.S. school for the first time in the last three years by the total October 31 register.

AVERAGE ATTENDANCE

This information comes from the Attendance File and is based on the individual attendance reports submitted by school staff.

School principals or directors are expected to check the PAR report each month for accuracy and ensure that any necessary corrections are made before they are submitted electronically to the ATS or UAPC systems. The specific dates by when each PAR report is due are included in the calendars published in the annual Forms and Procedures for Community School Districts and in the Pupil Accounting Secretary's Manual for High Schools. Final (Period 10) Reports should be checked and submitted by the end of June.

Student Average Daily Attendance is computed by dividing the average days present by the total days enrolled for students on register anytime during the school year.

Entire Year Students in School. This percentage is calculated by matching the students in the October 1 Biofile to the students in the June 30 Biofile to determine the number of

students in the school for the entire year and dividing this number by the October 1 register.

SUSPENSIONS/INCIDENTS

Information about incidents is taken from a subfile of the Biofile which does not distinguish between schools which report no incidents during the year and schools which submit no reports. Information for both types of schools is reported as N/A. For high schools, suspension data includes both principal and superintendent suspensions. This information is compiled into reports by the Division of School Safety for a school building and cannot be reported separately for small schools which share a common building.

INITIAL REFERRALS TO SPECIAL EDUCATION

This information, which comes from the CAP system, includes all reported referrals made anytime during the school year divided by the October 31 General Education register.

STUDENT ACHIEVEMENT

READING

Citywide reading tests are optically scanned and scored by computer at the Board of Education Scan Center. Data in the student test score file is used to compute the number of general education and resource room students who score at or above grade level on the citywide reading test (CTB). Scores for limited English proficient students are included if they have been in a New York City public school for 20 months. The percentage is calculated by dividing the number scoring at or above grade level by the total number of general education and resource room students who were tested.

MATHEMATICS

Citywide mathematics tests are optically scanned and scored by computer at the Board of Education Scan Center. Data in the student test score file is used to compute the number of general education and resource room students who score at or above grade level on the citywide mathematics test (CAT5). The percentage is calculated by dividing the number scoring at or above grade level by the total number of general education and resource room students who were tested.

PEOPLE TO GO TO FOR HELP

ATS DISTRICT COORDINATOR

Each district has an ATS District Coordinator who acts as a liaison between school and district office staff in their respective districts and central ATS administrators. Each year, ATS publishes updated manuals for school administrators and school staff responsible for data entry and retrieval. ATS also provides training, and retraining, to school staff designated by the principal or school director. *(The 1997-98 listing of ATS District Coordinators can be found in Appendix B.)*

OFFICE OF USERS SUPPORT SERVICES HIGH SCHOOL LIAISONS

O USS staff provide pupil accounting forms, receive the monthly reports from all high schools and enter the transactions for schools not yet wired for UAPC. There is an O USS liaison for each high school superintendency. The high school liaison listing for the 1997-98 school year is included in the Appendix C. Questions regarding UAPC or High School Data Memoranda can be addressed to the High School Operations Unit at (718) 935-2425.

DISTRICT ASSESSMENT LIAISON (DAL)

Each district or high school superintendency has a district assessment liaison who coordinates all testing and other data collection for the Division of Assessment and Accountability. The DALs act as liaisons between schools and district office staff in their respective districts and the central DAA. For example, DAA staff who prepare the Annual School Reports ask the DALs to ensure that the information contained in draft reports gets reviewed and corrected, if necessary, by school staff. *(The 1997-98 listing of District Assessment Liaisons can be found in Appendix B.)*

REFERENCES

Automate the Schools Sample Reports Package, September 1996. New York City Board of Education, Division of Management Information Services.

Automate the Schools, An Administrative Guide for Principals, September 1995 Edition. New York City Board of Education.

Pupil Accounting Secretary's Manual for High School: A Guide to Completing Forms and Reports, Fall 1996. Board of Education of the City of New York, Office of User Support Services.

Spring Previews: Forms and Procedures, Community School Districts, April 1997. Board of Education of the City of New York, Office of User Support Services, Division of Management Information Services.

APPENDICES

APPENDIX A:

GLOSSARY OF ACRONYMS

APPENDIX B:

NEW YORK CITY DISTRICT ASSESSMENT LIAISONS AND ATS COORDINATORS

APPENDIX C:

NEW YORK CITY HIGH SCHOOL ASSESSMENT LIAISONS

APPENDIX D:

POLICY AND GUIDELINES FOR ADMINISTERING CITY AND STATE ASSESSMENTS TO LIMITED ENGLISH PROFICIENT (LEP) STUDENTS IN GRADES 3-8

APPENDIX A

GLOSSARY OF TERMS

ATS	Automate the Schools
BDS	Borough-District-School
BEDS	Basic Educational Data System
BESIS	Bilingual Education Student Information System
CAP	Child Assistance Program
CAT5	California Achievement Test Fifth Edition
DAA	Division of Assessment and Accountability
DAL	District Assessment Liaison
DASE	District Administrator of Special Education
DRP	Degrees of Reading Power
EIS	Employee Information System
HLIS	Home Language Identification Survey
IESP	Institute for Education and Social Policy
LAB	Language Assessment Battery
LEP	Limited English Proficient
MIS	Modified Instructional Services
NYNSR	New York Networks for School Renewal
OSSD	Office of Student System Development
OUSS	Office of User Support Services
PAR	Period Attendance Reports
PEP	Pupil Evaluation Program
RCT	Regents Competency Test
SARK	Student Automated Record Keeping
UAPC	University Applications Processing Center

APPENDIX B

NEW YORK CITY DISTRICT ASSESSMENTS LIAISONS AND ATS COORDINATORS

	DISTRICT OFFICE FAX NUMBER	DISTRICT ASSESSMENT LIAISON	ATS DISTRICT COORDINATOR
District 1 80 Montgomery St. New York, NY 10002	(212) 602-9744	Roberta Maselow (212) 602-9740	Paul Ringel (212) 602-9736
District 2 333 7th Avenue, 7th Fl. New York, NY 10001	(212) 330-9480	Edward Levine (212) 330-9441	Edward Levine (212) 330-9441
District 3 154 W. 93rd St., Rm. 500 New York, NY 10025	(212) 316-9839	Myrna Levine (212) 678-2879	Michael Baker (212) 678-2918
District 3 154 W. 93rd St., Rm. 500 New York, NY 10025	(212) 316-9839	Myrna Levine (212) 678-2879	Sharmane Davis (212) 678-2809
District 4 319 E. 117th St. New York, NY 10035	(212) 831-5059	Harvey Newman (212) 828-3516	Nelson Diaz (212) 828-3539
District 5 433 W. 123rd St. New York, NY 10027	(212) 932-3109	Anthony Dede (212) 769-7523	Tony Dede (212) 769-7523
District 6 4360 Broadway New York, NY 10033	(212) 795-9611	Audrey Pellegrini (212) 795-9603	Florence Mann (212) 795-9601
District 7 501 Courtlandt Ave. Bronx, NY 10451	(718) 292-0177	John Dirrigl (718) 292-0481 x235	Johel Placencia (718) 292-0481 x225
District 8 650 White Plains Rd. Bronx, NY 10473	(718) 409-8185	Ellen Rosenbaum (718) 409-8125	Donald Coyle (718) 409-8108
District 9 1377 Jerome Ave. Bronx, NY 10452	(718) 681-7778	Gordon Gilbert (718) 681-7779/7787	Gordon Gilbert (718) 681-6693
District 10 1 Fordham Plaza, Rm. 821A Bronx, NY 10458	(718) 584-5082	Steven Weinrich (718) 584-8254	Frank Goddard (718) 584-7342
District 11 1250 Arnow Ave. Bronx, NY 10469	(718) 519-2604	Jennifer Ellwanger (718) 519-2697	Don Carson (718) 519-2642

	DISTRICT OFFICE FAX NUMBER	DISTRICT ASSESSMENT LIAISON	ATS DISTRICT COORDINATOR
District 12 1000 Jennings St. Bronx, NY 10460	(718) 617-9394	Charles Matkowsky (718) 328-2310 x282	Charles Matkowsky (718) 328-2310 x367
District 13 355 Park Place Brooklyn, NY 11238	(718) 398-8102	Luz Solomita (718) 636-3270	Troy Fischer (718) 636-3211
District 14 215 Heyward St. Brooklyn, NY 11206	(718) 384-9240	James Novara (718) 963-2520	Mike Holstein (718) 387-3123
District 15 360 Smith St. Brooklyn, NY 11231	(718) 522-5539	Josephine Urso (718) 330-1822	Peter Parrella (718) 330-3255
District 16 1010 Lafayette Ave. Brooklyn, NY 11221	(718) 574-3826	Darnley Moore (718) 919-4112 x442	Darnley Moore (718) 919-4112
District 17 402 Eastern Pkwy. Brooklyn, NY 11225	(718) 604-4232	Len Torres (718) 604-4206	Scott Allen (718) 604-4238
District 18 755 E. 100th St. Brooklyn, NY 11236	(718) 927-5106	Irene Fortunato (718) 927-5140	Jay Lefkowitz (718) 927-5207
District 19 557 Pennsylvania Ave. Brooklyn, NY 11207	(718) 385-1081	Carmen Lamourt (718) 257-6900 x440	Barry Granowetter (718) 257-6900
District 20 1940 Benson Ave. Brooklyn, NY 11214	(718) 234-8309	Margaret M. Walsh (718) 234-8304	Carol Hinkelman (718) 692-5258
District 21 521 West Avenue Brooklyn, NY 11224	(718) 449-8236	Robert Maller (718) 714-2531	Elaine Donlin (718) 714-2535
District 22 2525 Haring Street Brooklyn, NY 11235	(718) 368-8072	Jane Thompson (718) 368-8073	Jane Thompson (718) 368-8073
District 23 2240 Dean Street Brooklyn, NY 11233	(718) 270-8666	Morgan Glatzer (718) 270-8682	Darren Dixon (718) 270-8611
District 24 8000 Cooper Ave. Glendale, NY 11385	(718) 417-2624	Carlos Ledee (718) 417-2644/2645	Dave Penner (718) 417-2625

	DISTRICT OFFICE FAX NUMBER	DISTRICT ASSESSMENT LIAISON	ATS DISTRICT COORDINATOR
District 24 8000 Cooper Ave. Glendale, NY 11385	(718) 417-2624	Carlos Ledee (718) 417-2644/2645	William Hentrich (718) 417-2628
District 25 30-48 Linden Place Flushing, NY 11354	(718) 281-7608	Joan Ratner (718) 281-7646	Louise Kapner (718) 281-7600
District 26 61-15 Oceania Street Bayside, NY 11364	(718) 225-3740	Diane Hobbs (718) 631-6966	David Chin (718) 631-6963
District 27 82-01 Rockaway Blvd. Ozone Park, NY 11416	(718) 642-5850	Lydia Greenblatt (718) 642-5822	George Gilberti (718) 642-5770
District 28 108-55 69th Avenue Forrest Hills, NY 11375	(718) 830-8875	Joseph Shafron (718) 830-8864	Michael Tragale (718) 830-8839
District 29 1 Cross Island Plaza Rosedale, NY 11422	(718) 276-2066	Andrea Pershing (718) 978-5900 x265	Larry Gaithers
District 30 49-05 20th Avenue Jackson Heights, NY 11370	(718) 777-4653	Stephanie Their (718) 777-4641	Abdel Gharabi (718) 777-4600
District 31 715 Ocean Terrace, Bldg. A Staten Island, NY 10301	(718) 390-1685	Diane McDonald (718) 390-1631	Pat Camerlengo (718) 390-1632
District 32 797 Bushwick Avenue Brooklyn, NY 11221	(718) 574-1196	Agatha Restivo (718) 574-1176	Artie Khan (718) 574-1159
District 33			Fred Troy (718) 335-7500
District 75 400 First Avenue New York, NY 10010	(718) 322-1360	Nira Schwartz-Nyitray (718) 529-0245	Evelyn Benson (212) 802-1509
District 75 142-10 Linden Blvd., Rm. Jamaica, NY 11436	(718) 322-1360	Nira Schwartz-Nyitray (718) 529-0245	Evelyn Benson (212) 802-1509
District 85 110 Livingston St., Rm. 310 Brooklyn, NY 11201	(718) 935-3028	Myrna Friedlander (718) 935-2767	Alan Silverstein (718) 935-2767

APPENDIX C

NEW YORK CITY HIGH SCHOOL ASSESSMENT LIAISONS

BOROUGH OFFICE ADDRESS	ASSESSMENT LIAISON	LIAISON FAX NUMBER
Manhattan c/o Martin L. King Jr. HS 122 Amsterdam Ave. New York, NY 10023	Barry Hauptman (212) 501-1112	(212) 501-1171
Bronx c/o Herbert H. Lehman HS 3000 East Tremont Ave. Bronx, NY 10461	Robert Cohen (718) 561-5891	(718) 430-6308
Brooklyn c/o Edward Murrows HS 1600 Avenue L Brooklyn, NY 11230	Patricia Karlstein (718) 258-4826 x724	(718) 252-2164
BASIS c/o BASIS College of S.I. 715 Ocean Terrace, Bldg. A Staten Island, NY 10301	Fayvian Lee (718) 390-1510 x44	(718) 390-1550
Queens c/o Queens High Schools Office 30-48 Linden Place Flushing, NY 11354	Geri Showerer (718) 281-7563	(718) 281-7569
Alternative/Special Programs c/o HS for Humanities 315 W. 18th St New York, NY 10011	SalleJane Seif (718) 935-5433	(718) 935-5271
District 75 c/o 400 First Avenue New York, NY 10010	Nira Schwartz-Nyitray (212) 802-1576 (718) 529-0245	(718) 322-1306

APPENDIX D

POLICY AND GUIDELINES FOR ADMINISTERING CITY AND STATE ASSESSMENTS TO LIMITED ENGLISH PROFICIENT (LEP) STUDENTS IN GRADES 3-8 (REVISED)

1997-1998

POLICY

All Limited English proficient students who have been in an English Language School System for five years or more (entry date on or before October 1, 1993), regardless of their LAB score, must take all state- and city-wide tests in reading and writing in English. These students must also take the English version of state- and city-wide tests in other subject areas, unless they are receiving instruction in the subject area in their native language and a translated version is available in that language.

All limited English proficient students who have been in an English Language School System for less than five (5) years (entry date after October 1, 1993) **AND** who scored at or above the 30th percentile on the English Reading sub-test (reading-Writing sub-test of Level 1) of the LAB must also take the tests as described in (1) above.

All limited English proficient students who have been in an English language school system for less than five (5) years (entry date after October 1, 1993) **AND** who scored below the 30th percentile on the English Reading sub-test (Reading-Writing sub-test of Level 1) of the LAB are exempt from testing in English in all subject areas. These students are to be tested with available translated versions in the subject areas in which they are receiving instruction in their native language.

DETAILS FOR IMPLEMENTATION OF POLICY

- Continuous attendance in 1997-98 through February counts as one full year. Each month of full day kindergarten counts as a full month; each month of half-kindergarten counts as a half-month in this study.
- If a LEP student who has been in an English Language School System less than five (5) years does not have a spring 1997 English LAB score, the fall 1997 short LAB may be used or the most recent LAB score on the student's record. If the student scored below the 30th percentile total score on the short LAB she/he is exempt from testing in English.
- Once a student achieves non-exempt status, the status continues to apply regardless of changes in reading sub-test scores on subsequent administrations of the LAB. For instance, if a student achieved at or above the 30th percentile on the 1996 reading sub-test of the LAB and then in 1997 the student received a 28th percentile on the reading sub-test of the LAB, the student is not exempt from testing.
- For subjects other than English language arts, all limited English proficient students who are being instructed in a language other than English must be tested with the translated version of available city and state tests, when applicable, regardless of when they entered an English Language School System or whether they were exempt from tests in English only.
- As many classroom teachers' administrative assignments are reduced or eliminated (*see Chancellor's circular No. 6, 1997-98*), some schools eliminated the homeroom period which had been the traditional time to take student attendance. These schools now designate one period or subject class as the official class period for taking attendance.

**NEW YORK
NETWORKS
FOR SCHOOL
RENEWAL**

1573 Madison Avenue, Room 318
New York, NY 10029-3899
212-369-1288 * Fax: 212-369-0765
<http://www.nynetworks.org>